



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

828 E Broadway Road, Mesa, AZ 85204

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Catherine McDaniel  
Schedule : 08:00 AM to 07:00 PM  
Grades : 7-9  
Web Address : [www.mpsaz.org](http://www.mpsaz.org)  
Phone Number : (480) 472-1300  
Fax Number : (480) 472-1319  
E-mail : [cmmcdanie@mpsaz.org](mailto:cmmcdanie@mpsaz.org)

### Mission

Mesa Junior High will promote excellence in teaching and learning to empower students to become productive and contributing members of society. The vision is to create a learning community involving high expectations, collaboration, effective instruction of viable curriculum and parental/community involvement as reflected in student achievement. Our goal is Improve Student Achievement and we believe that all children can learn, have a right to a quality education, and have value.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Not Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 Warning Year  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Improve student achievement through implementation of instructional best practices.
- ü Improve student achievement in Math through implementation of instructional best practices.
- ü Improve student achievement in writing through implementation of instructional best practices.
- ü Improve student achievement in reading through implementation of instructional best practices.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1070  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 8

## Instructional Programs

- Ü Family Literacy Night
- Ü Extended Learning Program
- Ü Sheltered Instruct. Observation Protocol
- Ü Soar Reading Program
- Ü SRP/Coca Cola Valued Youth
- Ü AVID

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Mesa Junior is dedicated to improving student achievement by: implementing a leadership team; aligning curriculum to State Standards; improving classroom instruction and professional development, and implementing an effective school climate and culture.

### Parents

Parents are committed to developing and implementing a parent-school partnership that will support student achievement which includes playing an active role in their child's education.

## Transportation Policy

Busing is provided for all students living more than 1.5 miles from their assigned school. Busing is not provided for open enrollment students. Transportation is available in special circumstances.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 2 Consecutive Caesar Chavez Award Winners	2004
Ü Winners in District Writing Contest	2004
Ü 1st & 2nd in AZ St Stock Mkt Comp/Research	2005
Ü Adv & Cadet Orch rec'd 1st place honors at Music Fest.	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	349	5532	78546	94	96	97	520	556	543	22	10	15	22	14	18	52	54	52	4	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	158	2692	38645	96	97	98	523	557	545	19	9	13	22	14	18	55	56	54	4	20	15
Male	191	2839	39792	93	95	97	518	556	542	25	11	17	21	15	17	49	53	50	5	21	15
African American	NC	226	4205	NC	95	97	NC	536	524	NC	16	22	NC	16	22	NC	57	49	NC	11	7
Hispanic	297	1826	31177	95	95	97	518	530	524	23	19	22	22	22	23	52	51	48	3	8	7
Asian/Pacific Islander	NC	132	1940	NC	98	99	NC	575	580	NC	5	5	NC	9	9	NC	58	53	NC	27	33
American Indian/Alaskan Native	NC	257	4689	NC	94	95	NC	525	515	NC	23	28	NC	22	25	NC	48	43	NC	7	4
White	40	3090	36450	93	96	97	533	575	563	20	4	7	15	10	12	53	57	57	13	30	23
Students with Disabilities	27	392	8093	55	71	82	482	497	489	33	39	50	30	28	24	33	30	23	4	3	2
Students without Disabilities	322	5140	70453	100	98	100	523	560	549	21	8	11	21	13	17	53	56	56	4	22	16
Limited English Proficient Students	92	505	9323	90	94	94	485	492	491	50	45	47	21	28	28	29	27	24	NA	0	1
Migrant Students	NC	32	674	NC	91	95	NC	513	515	NC	31	28	NC	22	27	NC	44	40	NC	3	5
Economically Disadvantaged	303	2500	34694	93	94	96	519	533	524	24	18	23	20	21	23	50	51	48	5	10	7
Non-Economically Disadvantaged	46	3032	43852	100	97	99	529	575	559	7	4	10	30	9	13	61	57	56	2	30	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	341	5530	79045	92	96	98	490	521	512	14	7	10	34	21	25	49	63	58	2	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	160	2703	38860	97	97	98	493	527	519	10	5	7	38	19	22	49	65	62	3	11	8
Male	181	2826	40075	88	94	97	489	515	505	18	9	12	31	22	28	49	61	54	2	8	6
African American	NC	228	4250	NC	95	98	NC	507	500	NC	9	12	NC	24	31	NC	64	54	NC	3	3
Hispanic	290	1811	31314	93	95	98	488	497	493	16	14	16	34	30	34	48	52	48	2	3	2
Asian/Pacific Islander	NC	133	1949	NC	99	99	NC	530	536	NC	4	4	NC	17	15	NC	68	66	NC	11	15
American Indian/Alaskan Native	NC	256	4719	NC	94	96	NC	494	489	NC	9	15	NC	41	39	NC	46	45	NC	4	2
White	39	3101	36730	91	97	98	507	538	532	3	2	4	41	13	16	51	71	68	5	14	12
Students with Disabilities	18	386	8552	37	70	87	477	469	463	6	26	35	33	44	40	56	29	23	6	2	1
Students without Disabilities	323	5144	70493	100	99	100	491	524	517	15	6	7	34	19	24	49	66	62	2	10	8
Limited English Proficient Students	89	493	9355	87	92	95	452	456	456	39	37	37	42	47	48	19	17	15	NA	NA	0
Migrant Students	NC	31	682	NC	89	96	NC	480	480	NC	23	23	NC	35	37	NC	42	39	NC	NA	1
Economically Disadvantaged	295	2483	34922	90	94	96	487	500	493	15	12	15	35	30	34	47	53	48	2	4	3
Non-Economically Disadvantaged	46	3047	44123	100	98	99	510	538	527	7	3	6	28	13	18	61	71	66	4	14	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	338	5561	79657	91	96	99	544	564	566	5	3	3	13	8	8	80	88	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	159	2711	39120	96	97	99	556	578	580	4	2	2	6	4	4	89	93	92	1	1	2
Male	179	2849	40423	87	95	98	533	551	553	6	4	5	19	12	12	73	83	83	2	1	1
African American	NC	228	4290	NC	95	99	NC	555	560	NC	5	4	NC	9	9	NC	86	86	NC	NA	1
Hispanic	288	1839	31642	92	96	99	541	546	552	6	6	5	14	12	11	79	82	84	2	1	0
Asian/Pacific Islander	NC	133	1948	NC	99	99	NC	581	589	NC	1	1	NC	5	3	NC	92	91	NC	2	4
American Indian/Alaskan Native	NC	257	4760	NC	94	97	NC	545	547	NC	4	5	NC	16	14	NC	80	81	NC	0	0
White	38	3103	36929	88	97	99	559	576	579	3	2	2	8	5	5	87	92	91	3	1	2
Students with Disabilities	16	420	9069	33	76	92	505	508	508	6	10	11	19	31	30	50	55	58	25	3	1
Students without Disabilities	322	5141	70588	100	98	100	545	568	573	5	3	2	12	6	5	82	90	91	1	1	1
Limited English Proficient Students	89	507	9521	87	94	96	492	495	507	16	16	13	29	26	24	53	57	63	2	0	0
Migrant Students	NC	32	694	NC	91	98	NC	532	546	NC	6	5	NC	16	12	NC	78	82	NC	NA	1
Economically Disadvantaged	295	2508	35341	90	95	97	541	548	551	5	5	5	14	12	12	79	82	83	2	0	0
Non-Economically Disadvantaged	43	3053	44316	96	98	100	563	577	578	5	2	2	7	4	5	88	92	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	333	5357	78400	95	95	97	535	568	554	30	16	21	21	16	19	43	50	47	5	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	156	2653	38686	98	96	98	535	566	554	28	15	20	22	16	20	46	53	49	4	16	12
Male	177	2703	39636	94	94	96	535	569	554	32	18	23	20	16	18	41	47	46	6	20	13
African American	NC	211	4193	NC	91	97	NC	538	533	NC	27	32	NC	27	23	NC	39	40	NC	8	5
Hispanic	282	1741	30732	96	95	97	534	537	534	31	30	31	21	22	24	44	41	40	5	7	5
Asian/Pacific Islander	NC	112	1827	NC	95	99	NC	590	594	NC	8	8	NC	13	12	NC	53	49	NC	26	31
American Indian/Alaskan Native	12	231	4536	100	92	95	528	539	528	33	28	35	17	26	25	50	40	37	NA	6	4
White	29	3062	37038	94	95	97	559	588	575	14	7	11	28	11	14	45	57	56	14	25	19
Students with Disabilities	25	311	7840	66	62	81	490	508	498	60	46	60	12	24	18	24	26	20	4	4	2
Students without Disabilities	308	5046	70560	99	98	99	538	571	560	28	14	17	22	15	19	45	51	50	6	19	14
Limited English Proficient Students	108	468	8956	95	92	95	501	498	502	60	63	56	16	21	25	22	15	18	2	1	1
Migrant Students	NC	30	676	NC	81	95	NC	521	523	NC	43	38	NC	20	25	NC	37	36	NC	NA	1
Economically Disadvantaged	296	2339	33014	95	93	95	532	542	534	32	27	31	22	21	24	42	43	40	5	8	5
Non-Economically Disadvantaged	37	3018	45386	100	96	99	564	587	569	16	8	15	16	12	15	57	55	52	11	25	18

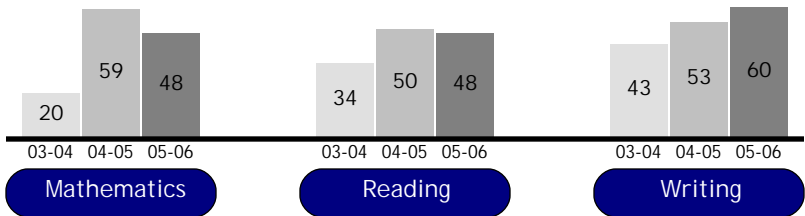
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	329	5417	79179	94	96	98	496	526	519	18	9	11	35	22	27	47	63	58	1	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	154	2669	38974	96	97	99	499	531	524	14	7	8	39	21	25	45	66	61	1	6	5
Male	175	2746	40124	93	95	97	493	522	513	21	11	13	32	23	28	47	60	54	NA	6	4
African American	10	218	4243	83	94	98	NA	507	506	NA	13	14	NA	30	32	NA	55	51	NA	2	3
Hispanic	277	1754	30987	94	96	98	494	498	498	19	18	17	37	34	36	44	46	45	0	2	1
Asian/Pacific Islander	NC	115	1832	NC	97	99	NC	535	543	NC	3	4	NC	22	17	NC	69	69	NC	6	10
American Indian/Alaskan Native	12	241	4573	100	96	96	490	502	494	8	15	16	50	32	41	42	51	42	NA	2	1
White	29	3089	37467	94	96	98	525	545	539	10	3	5	14	14	17	76	74	70	NA	9	8
Students with Disabilities	21	369	8567	55	73	88	479	470	467	24	35	39	33	37	38	38	26	22	5	2	1
Students without Disabilities	308	5048	70612	99	98	99	497	530	524	17	7	7	35	21	25	47	66	62	0	6	5
Limited English Proficient Students	103	470	9013	90	92	95	457	454	461	44	47	40	46	44	48	11	9	12	NA	NA	0
Migrant Students	NC	34	680	NC	92	96	NC	481	487	NC	21	20	NC	47	43	NC	32	36	NC	NA	1
Economically Disadvantaged	292	2372	33345	94	95	96	492	503	499	19	16	17	38	33	36	42	49	46	1	2	1
Non-Economically Disadvantaged	37	3045	45834	100	97	99	528	544	533	5	4	7	11	14	19	84	74	67	NA	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	325	5437	79734	93	96	99	520	548	554	8	3	3	31	22	19	60	75	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	156	2698	39243	98	98	99	533	561	568	5	2	2	25	15	12	69	82	85	1	1	1
Male	169	2738	40413	89	95	98	507	536	541	11	4	4	37	29	26	52	67	70	NA	0	0
African American	10	221	4285	83	96	99	NA	543	548	NA	2	3	NA	27	22	NA	71	74	NA	0	0
Hispanic	274	1761	31254	93	96	99	516	524	539	9	6	5	32	33	25	59	60	70	NA	0	0
Asian/Pacific Islander	--	112	1837	--	95	99	--	564	579	--	3	1	--	16	9	--	79	87	--	2	2
American Indian/Alaskan Native	11	241	4613	100	96	97	546	526	535	NA	6	4	18	33	29	82	60	67	NA	0	0
White	30	3102	37668	97	97	99	544	564	569	NA	1	1	33	14	13	67	84	85	NA	0	1
Students with Disabilities	16	376	8943	42	75	92	508	484	495	NA	13	11	56	55	51	38	30	38	6	3	1
Students without Disabilities	309	5061	70791	99	98	100	520	552	561	9	2	2	30	19	15	61	78	83	NA	0	0
Limited English Proficient Students	103	479	9138	90	94	97	466	464	492	25	20	13	41	56	46	34	24	40	NA	NA	NA
Migrant Students	NC	35	687	NC	95	97	NC	501	528	NC	9	6	NC	49	28	NC	43	65	NC	NA	NA
Economically Disadvantaged	290	2395	33718	93	95	97	516	527	538	9	5	5	32	33	26	58	62	69	0	0	0
Non-Economically Disadvantaged	35	3042	46016	95	97	100	551	565	567	3	1	2	20	13	14	77	85	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	93	36	NA	54	97	38	55	50	90	37	61	54
	Language	98	37	64	58	97	41	58	52	89	43	65	58
	Mathematics	92	51	75	62	97	41	58	50	92	37	65	54
8	Reading	92	37	NA	55	97	39	57	51	95	39	63	58
	Language	97	31	58	52	97	41	55	50	93	43	59	56
	Mathematics	97	52	73	61	97	48	62	53	96	43	67	58
9	Reading	88	32	NA	42	94	42	60	51	92	41	63	52
	Language	93	35	54	42	94	43	59	50	92	43	63	50
	Mathematics	93	55	76	63	93	44	62	50	94	44	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

### School Site Council

#### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

#### Council Duties

- Ü School Improvement
- Ü School Safety Issues
- Ü Community Awareness and Involvement
- Ü Extracurricular Support
- Ü School-Community Relations

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	61.60
Other Professional Staff	6.40	Teacher Aide	2.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	3	0	0
4 to 6 years	1	5	0	0
7 to 9 years	2	6	0	0
10 or more years	11	36	1	0

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	173
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

### Resources Available at School Site

#### Special Facilities

- Ü Swimming Pool
- Ü Media Audio Video Center
- Ü Five Academic Computer Labs
- Ü Auditorium and Gymnasium

#### Extracurricular Activities

- Ü 9th Grade and Intramural Athletics
- Ü SRP/Coca Cola Valued Youth Program
- Ü National Academic League
- Ü Student Council
- Ü National Junior Honor Society
- Ü Service Learning

#### Social Services

- Ü Health Services
- Ü M.P.D. - Prevention/Intervention Program
- Ü Counseling/Crisis Intervention
- Ü Cuts - Courts Unified Truancy Suppressio
- Ü Before and After School Tutoring
- Ü Breakfast/Lunch Program



Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü We provide two levels of English Language Acquisition instruction. Teachers utilize instructional skills and strategies to work with Second Language learners across the curriculum.
- ü Mesa Junior showed an increase in AIMS Math scores of 225%, meeting the academic goals.
- ü Mesa Junior showed an increase in AIMS Reading scores of 76%, meeting the academic goals.
- ü Mesa Junior showed an increase in AIMS Writing scores of 44%, meeting the academic goals.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Assemblies review Behavioral Guidelines. Counselor units on social/emotional/career/academic success. Student photo ID badge required. Mesa PD Resource Officer on campus and working in individual classrooms. Students sign Statement of Awareness form.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

50
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Catherine McDaniel	(480) 472-1301
Transportation Policy	Community Relations	(480) 472-0222
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Laura Brown	(480) 472-1770
Parent Organization	Steve Bicknase	(480) 472-1311
Student Health/Nurse	Kristi Johnston	(480) 472-1306

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.